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ABSTRACT

The reserve pool is an important part of the educator supply pool in Oregon and in the nation. The Oregon reserve pool consists of those teachers, counselors, and administrators who hold active Oregon licenses but are not currently employed in an Oregon public school. To provide information on educator supply and demand needed to prepare for reforms called for in the Oregon Educational Act for the 21st Century (HB 3565), a 2-phase study was conducted. In phase 1 a reserve pool population of 17,903 educators was identified. In phase 2, 1,186 of these educators were surveyed by mail. In general, the reserve pool respondents are experienced. The reserve pool appears to be a major source of substitute teachers. Nearly half of the respondents who are not currently working in education plan to look actively for full-time K-12 positions in the near future. Many in the reserve pool who are interested in obtaining school employment indicate a willingness to complete additional training in a specialty area if a school position were available. Training areas of greatest interest include mathematics, science, special education, reading, counseling, social studies, and language arts. For about half of the respondents, training programs are accessible. (IAH)

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1992 EDUCATOR RESERVE POOL STUDY

completed for

The Joint Education Boards

- Board of Education and Board of Higher Education -
State of Oregon

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INTRODUCTION

In Fall 1991 the Joint Boards of Education requested information on supply and demand related to the educator professions, to provide information needed to prepare for the reforms called for in the Oregon Educational Act for the 21st Century (HB 3565). The Joint Boards were particularly interested in learning about the "Reserve Pool," those teachers, counselors, and administrators who hold an active Oregon license but are not currently employed in an Oregon public school.

The Reserve Pool is an important portion of the supply pool, both in Oregon and the nation. A 1992 study by the National Center for Education Statistics (Mary Rollefson, *Sources of Newly Hired Teachers in the U.S.: Results of the 1987-88 Schools and Staffing Survey*) found that "the nation as a whole no longer relies primarily on new college graduates to meet demand for new hires (for teaching jobs), but instead, hires predominantly from the reserve pool of former teachers, constituting over 55 percent of new hires in public schools." Rollefson's study reveals that "nationally, newly minted teachers comprise the second, but much smaller source of new hires in public schools at about 20 percent, followed in equal rank by transfers and delayed entrants (14 percent and 11 percent, respectively)."

STUDY DESIGN, METHODOLOGY

In order to examine the above findings within the Oregon context and learn what the employment situation and plans of Oregon's Reserve Pool may be in the future, a two-phase study was designed by staff from the State System of Higher Education, in cooperation with the Oregon Department of Education, the Teacher Standards and Practices Commission, and the Oregon Association of Colleges of Teacher Education. Phase 1 examined the population of licensed educators in Oregon who are not employed in an Oregon public school. Phase 2 studied a sample selected from this population.

During Phase 1, a "population" database was obtained from the Teacher Standards and Practices Commission for those individuals holding a current license but not employed in an Oregon public school, identified by matching all license-holders with the Oregon Department of Education's database of certified staff employed in an Oregon public school. Individuals older than 54 years of age were not included since they would be unlikely to be seeking a school position in the next several years.

The total population for the study, therefore, was 18,040. Some individuals were subsequently eliminated from the population in order to develop a sampling pool for Phase 2 (eliminated were those whose current address indicated they lived in another country and those for whom the database did not provide a complete address). The resulting population for the study was 17,903.

In order to draw a random stratified sample to implement Phase 2, 48 different endorsement areas were recoded to 12 specialty areas: elementary education, science, mathematics, vocational, health and physical education, art/music/drama, language arts, social studies, special education, counseling and administration, foreign language, and other. Elementary education accounted for 56 of the population; all other areas, 44 percent.

The sampling strategy was designed to insure adequate representation from each specialty area, as follows: sample 300 elementary teachers from the large population of 10,018, and sample 200 each of the other 11 areas from populations that ranged from 313 to 1064.

A total of 2,500 were subsequently selected for the sample and mailed a 28-item questionnaire on May 29, 1992. A reminder postcard was mailed to nonrespondents on June 15 encouraging them to return their surveys. By August 28 a total of 1,186 responses were received by the State System of Higher Education, for a response rate of 47 percent.

Data entry was completed by Precision Data Services, Eugene. Computer analyses on both the population and the survey respondents were completed by Dr. Lee Young, University of Oregon research assistant on special assignment to the State System. Data were reviewed with staff from the Oregon Department of Education and Teacher Standards and Practices Commission in early September. This report is a summary of the findings from this study. Full data summaries are being provided to collaborating agencies and other interested groups.

Inquiries about the study procedures, analysis, or data summaries should be referred to Dr. Holly Zanville, Associate Vice Chancellor for Academic Affairs, State System of Higher Education, who served as project director for this Joint Boards study.

PHASE 1: PROFILE OF POPULATION

LOCATION. Of the 17,903 educators comprising the Reserve Pool, 79 percent are residents of Oregon and 21 percent reside in other states. There are 38 percent living in the Portland metropolitan area, 15 percent in the Salem area, 13 percent in the Eugene area, and 15 percent in other areas of the state.

Resident Addresses of Licensees	Number	Percent
Bend/Central Oregon	497	3%
Eugene/Springfield/Mid-South Coast	2283	13%
Klamath Falls Area	226	1%
Ashland/Medford Area	986	6%
Ontario/Southeastern Area	127	1%
Pendleton/La Grande/Northeast Area	605	3%
Portland Metro Area	6873	38%
Salem/Albany/Corvallis Area	2616	15%
Out of State	3690	21%

AGE. The average age of those in the Reserve Pool is 39, with half (50 percent) between the ages of 22-39 and 45 percent between 40-51.

Age	Number	Percent
22-27	2358	13%
28-33	2856	16%
34-39	3692	21%
40-45	4818	27%
46-51	3208	18%
52+	971	5%

**Individuals older than 54 were eliminated from the population since they are unlikely to seek a school position in the next several years.*

TEACHING DEGREES. About two-thirds of the Reserve Pool received their teaching degree in Oregon, with 31 percent receiving theirs out of state.

State Attendance for Teaching Degree		
	Number	Percent
In Oregon	12,404	69%
Out of State	5,499	31%

FIRST PREPARATION AREA. More than half of the "first endorsements" received by those in the Reserve Pool were in elementary (56 percent), with the remainder in other specialties. Three specialties account for 6 percent each of the first endorsements -- social studies, language arts, and health and physical education. Three specialties account for 3 percent or less of the first endorsements: mathematics, special education, and foreign language.

First Endorsement	Number	Percent
Elementary	10,018	56%
Science	818	5%
Vocational	610	3%
Mathematics	526	3%
Health and Physical Education	1,061	6%
Art, Music, Drama	777	4%
Language Arts	1,064	6%
Social Studies	1,091	6%
Special Education	567	3%
Counseling, Administration	721	4%
Foreign Language	313	2%
Other	337	2%

TYPE OF LICENSE. Of the 17,903 people in the Reserve pool, 96 percent are teachers, with 2 percent each counselors and administrators.

License Type	Number	Percent
Teacher	17,215	96%
Counselor	329	2%
Administrator	359	2%

GENDER, RACE. Data on gender and race for the Reserve Pool population are not available from the TSPC database and, therefore, cannot be reported out (questions on gender and race were included in the Phase 2 survey).

PHASE 2: PROFILE OF THE SAMPLE

GENDER, RACE, AGE. Of the 1,186 Reserve Pool respondents, the majority are female (71 percent) and White (95 percent). The mean age is 39, with 51 percent between 22-40 and 39 percent between 41-49.

Age	Percent	Gender Percent	Race	Percent	
22-27	10%	Female	71%	White	96%
28-33	16%	Male	29%	Asian	.7%
34-39	21%			Black	.4%
40-45	29%			Hispanic	1.5%
46-51	18%			Nat. Amer.	.7%
52-54	6%			Other	.8%

LOCATION. Respondents in the Reserve Pool are located in a similar distribution to the total population; 35 percent reside in the Portland area, 17 percent in the Salem area, 12 percent in the Eugene area, and 11 percent elsewhere in the state. About one-fourth reside outside the state.

Resident Addresses of Respondents	Number	Percent
Bend/Central Oregon	24	2%
Eugene/Springfield/Mid-South Coast	138	12%
Klamath Falls Area	14	1%
Ashland/Medford Area	58	5%
Ontario/Southeastern Area	6	5%
Pendleton/La Grande/Northeast Area	33	3%
Portland Metro Area	412	35%
Salem/Albany/Corvallis Area	199	17%
Out of State	299	25%

PREPARATION AND LICENSURE. The bachelor's degree is the highest college degree reported for a slight majority of respondents (51 percent), with 45 percent holding a master's degree, and 4 percent a doctorate degree.

Nearly half of the respondents (43 percent) received their bachelor's degree from an Oregon public college/university, 11 percent from an Oregon independent institution, and 46 percent from an out-of-state college/university.

More than half of the respondents (53 percent) received their teaching degree from an Oregon public college/university, 11 percent from an Oregon independent institution, and 36 percent from an out-of-state college/university.

A number of the respondents have completed additional professional programs subsequent to completion of their teacher preparation programs (63 percent). Of the 747 respondents who have completed additional professional programs, one-third did so at an out-of-state college/university, 8 percent at an Oregon independent institution, and 59 percent at an Oregon public college/university.

A substantial majority of the respondents (92 percent) hold active teaching certificates in Oregon (some hold multiple certificates).

Active Certificates Held	Number	Percent
Teaching Certificate	1090	92%
Administrative Certificate	70	6%
Counseling Certificate	41	4%
Other Certificate	92	8%

Nearly half of the respondents received their first certificate since 1986.

Year Received First Certificate	Percent
1954-1970	16%
1971-1980	28%
1981-1985	12%
1986-1992	43%

The respondents adequately represented all the specialty areas in the population, with response rates for all specialty areas well above the response of 47 percent (many respondents listed more than one specialty area and thus were counted twice).

Specialty Area of Respondents	Number	Percent*
Elementary	201	67%
Science	127	63%
Vocational	136	65%
Mathematics	140	70%
Health and Physical Education	125	91%
Art, Music, Drama	130	65%
Language Arts	183	91%
Social Studies	158	79%
Special Education	157	79%
Counseling, Administration	125	63%
Foreign Language	113	57%

*Number of respondents out of number in the sample survey (300 for elementary, 200 for all other areas).

EMPLOYMENT STATUS. Three-fourths of the respondents report they have had one or more years of fulltime teaching experience, with 40 percent reporting six or more years.

Years Fulltime Teaching	Percent
No experience	26%
1-5 years	34%
6-10 years	20%
11+ years	20%

One-fourth of the respondents (25 percent) with teaching experience report their teaching has been primarily in elementary schools, with 19 percent in middle schools, 39 percent in high schools, 2 percent in community colleges, and 10 percent in other areas.

The current occupations of respondents reveal that 23 percent are fulltime classroom teachers, 9 percent are part-time classroom teachers, 23 percent substitute teachers, 1 percent teacher aides, 4 percent administrators, 3 percent counselors, 17 percent employed in other areas in a school. Nearly one-fifth (19 percent) are not employed in education and 9 percent are unemployed.

Nearly half of the respondents (46 percent) are employed in a public school, 11 percent in private schools, 1 percent in preschools, 9 percent in business/industry, 5 percent in private nonprofit, 5 percent in government, 10 percent unemployed, and 19 percent in an other category.

Of those who indicated they are not working in the field of education, 13 percent are employed fulltime outside education, 7 percent are employed part-time outside education, 8 percent are employed as homemakers, 3 percent are students, .2 percent are retired, .2 percent no longer need to work, and 28 percent are otherwise occupied.

About half of the respondents have been employed in a non-Oregon school district in the past -- 611 respondents or 52 percent. Of this group, most have been employed in one non-Oregon district (50 percent), with 48 percent in two to five non-Oregon districts, and 2 percent in six or more non-Oregon districts.

A substantial number of the respondents have been employed in an Oregon school district in the past -- 844 respondents or 71 percent. Of this group, most have been employed in two to five districts (52 percent) with 43 percent in one district and 5 percent in six or more districts.

A majority of the respondents (68 percent) have applied for a position in a school within the past five years. Of these, the majority (89 percent) applied for a teaching job. Most of the applicants (86 percent) were seeking fulltime employment but 14 percent were seeking part-time employment. More than three-fourths (78 percent) of the applicants were interviewed.

Position Applied For	Percent
Teacher	89%
Librarian	3%
Counselor	3%
Administrator	5%

ATTITUDES TOWARD FUTURE EMPLOYMENT. Of those respondents not currently working in the field of education (51 percent), the largest number (44 percent) indicate they plan to be actively looking for a fulltime position in a K-12 school. About one-fifth (19 percent) are thinking about returning to a K-12 school position but have some hesitations about it, 25 percent are not thinking about returning to a K-12 position but could be persuaded if the conditions were right, and 12 percent do not plan to seek employment in a K-12 school position either soon or in the future.

Respondents reported leaving a K-12 school position for a variety of reasons, with the most common to raise a family with the intention of returning at a later time.

Reasons Left Education	Number	Percent
Raising a family, will return later	186	24%
Moved, haven't found a job yet	117	15%
Personal dissatisfaction	105	13%
Low pay	49	6%
Reduction in force	40	5%
Dismissed for cause or denied tenure	5	.6%
All other reasons	283	36%

For those respondents who indicate they wish to return to a K-12 school position, a variety of reasons were given as to why they have not:

Reasons Not Returned to Education	Number	Percent
No jobs are available	283	40%
Raising a family	161	23%
Unable to relocate to take a job	62	9%
Poor health	2	.2%
All Other reasons	197	28%

For those respondents who plan to return to a K-12 school position in Oregon, the largest group (44 percent) plan to return as soon as they can obtain a position.

Timing to Seek Employment	Number	Percent
As soon as can obtain a position	343	44%
1-2 years	103	13%
3-5 years	85	11%
6-10 years	33	4%
over 10 years	9	1%
Don't know	201	26%

A substantial number of the respondents report it would be helpful to receive regular notices of school positions in Oregon (66 percent), with 18 percent indicating it would be somewhat helpful to them.

About one-third of the respondents (35 percent) said they were willing and able to relocate to a different part of Oregon to obtain a fulltime job in a school, with two-thirds unwilling or unable to do so.

About one-third of the respondents do not wish to return to a school position. The most common reason given (by 40 percent of this group) is their satisfaction with their present position.

Reasons Will Not Return to Schools	Number	Percent
Happy with present position	137	40%
Stress	49	14%
Low Salary	38	11%
General working conditions	38	11%
No longer need to work	17	5%
Other reasons	65	19%

ATTITUDES TOWARD FURTHER TRAINING. Many of the respondents would be willing to complete additional endorsements in a shortage field (63 percent) if school positions were available, with the following seven fields of most interest to them for further training: mathematics, science, special education, reading, counseling, social studies, and language arts.

Fields of Greatest Interest for Completing Additional Endorsements	Number Times Cited
Mathematics	154
Sciences	154
Special Education	141
Reading	106
Counseling	86
Social Studies	86
Language Arts	83
Foreign Language	62
Tech. Education/Vocational (includes business)	57
Computers	53
English as a Second Language, Bilingual	52
Health Education	50
Elementary	44
Administration	43
Library/Media	39
Physical Education	38
Art	31
Early Childhood Education	30
All Other (14 different fields)	116

About half of the respondents (55 percent) indicate that a retraining or training program in education is available or very near their location, with more than one-third (41 percent) indicating programs are available at a moderate to great distance from their location.

Accessibility of Training Programs	Number	Percent
Program available in or very near	604	55%
Program available at moderate distance	306	28%
Program available at great distance	138	13%
Other	50	4%

SUMMARY OF KEY FINDINGS

FOR THE RESERVE POOL POPULATION . . .

- The majority of Oregon's Reserve Pool (79 percent) reside in Oregon -- in all areas of the state -- and there are a significant number of them (14,143). This is a substantial number of licensed educators for Oregon's job market for K-12 educators, given Oregon's public school employment of between 750-1,000 new teachers each year.
- A substantial number of the Reserve Pool (54 percent) are 40 years of age or younger, with 27 percent: 32 years of age or younger. Many in this population could, therefore, work in education for the next 20-30 years.
- Most of the Reserve Pool are teachers (96 percent), more than half (56 percent) elementary and the remainder in other specialties. Some specialties are significantly better represented than others: foreign language (2 percent), vocational (3 percent), mathematics (3 percent), and special education (3 percent) are areas of lower representation compared to social studies (6 percent), language arts (6 percent), and health and physical education (6 percent), which are areas of much higher representation. The Reserve Pool is likely to be able to contribute a significant number of teachers in various specialty areas for Oregon's school employment market, although there may be limitations in some specialty areas of high need.

FOR THE RESERVE POOL SAMPLE . . .

- A majority of Oregon's Reserve Pool who participated in the study is White (95 percent). This number is consistent with other studies of ethnicity in the education market and indicates that Oregon school staffing needs for greater multicultural diversity will not be able to be met by educators in the Reserve Pool.
- A majority of the Reserve Pool is female (71 percent), indicating that school districts wishing to achieve greater gender diversity among its staff may not be able to do so by hiring solely from the Reserve Pool supply.
- A significant number of Reserve Pool respondents (43 percent) received their first certificate since 1986, demonstrating recent preparation as an educator and suggesting, therefore, that many of them will have a commitment to working in the schools for the foreseeable future.

- The Reserve Pool respondents generally can be characterized as an "experienced" pool, with three-fourths of them reporting they have had one or more years of fulltime teaching and 40 percent with six or more years of experience. Since districts typically prefer to hire experienced rather than inexperienced teachers, members of the Reserve Pool are expected to compete well in their employment search for a school position. This finding is, in fact, validated by the finding that 78 percent of those who applied for a school position in the past five years made it through the "interview" phase.
- Nearly one-fourth of the Reserve Pool (23 percent) report their occupations as substitute teachers in K-12 schools. This finding indicates that the Reserve Pool is a major source of substitute teachers for Oregon's schools.
- Among respondents in the Reserve Pool who are not presently working in education, nearly half (44 percent) plan to actively look for a fulltime K-12 position in the near future. Many who left education did so to raise families or moved (26 percent), and plan to seek school employment in the future.
- Of those educators in the Reserve Pool who want school employment, 40 percent report that no jobs are available. In order to assist people in the Reserve Pool, a listing of available openings in schools would be helpful.
- Many in the Reserve Pool would consider relocating to obtain a school job (about one-third of them). This suggests that many in the Reserve Pool have a high amount of commitment to employment in the education field.
- Many in the Reserve Pool who are interested in locating school employment would complete additional training in an endorsement area if a school position was available (63 percent). The areas of greatest interest among this group for seeking additional training are: mathematics, science, special education, reading, counseling, social studies, and language arts.
- Training programs are accessible for about half of the Reserve Pool respondents, who are distributed throughout all areas of the state. But distance would likely be a factor for many members of the Reserve Pool who would seek additional training. Accessibility to a variety of the training programs would also be an issue, since many of the training programs listed to be of greatest interest are not available at a variety of sites in the state.

NEXT STEPS

Numerous important implications for the future preparation of educators in Oregon are indicated from these data. The next steps are to review the findings of the study with key groups such as the Oregon Department of Education, the Teacher Standards and Practices Commission, Oregon colleges and universities -- particularly those that train teachers, counselors, and administrators, the Confederation of Oregon School Administrators, the Interim Committee on Education of the Legislature, and interested others. A series of meetings throughout Fall 1992 are planned for this purpose, and to develop recommendations from these groups to bring to the Joint Boards of Education during Winter 1993.

For further information about the
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